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| **Language Level** | **Novice Mid/Novice High** | | **Grade** | | **ms/hs** | **Date** |  | | **Day in Unit** | | **early** | **Minutes** | **60** |
| **Unit Theme and Question** | **Contemporary Life: Living in the City – What makes a city special?** | | | | | | | | | | | | |
| **Daily topic:** | **Places in the city,** | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Learners can:**   * identify places in a city * locate cities in relation to other features * state simple opinions about a city | | | | | | | | | |
| X Interpersonal | |
| X Interpretive | |
| 🞏 Presentational | |
| **If applicable,** indicate how Connections • Comparisons •  Communities • Common Core will be part of your lesson. | **Connections** | Geography: location of cities | | | | | | | | | | | |
| **Comparisons** | Cultural: aspects of cities | | | | | | | | | | | |
| **Communities** |  | | | | | | | | | | | |
| **Common Core** | **Speaking and Listening 1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. **Reading 10.** Read and comprehend complex literary and informational texts independently and proficiently. | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources •**  **Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | * Teacher shows timelapse video on Angers. * Students watch video and think of words and phrases that they associate with the video. * Teacher shows video a second time, pausing to allow students to list words. * Students then pair and compare lists in order to generate a longer list. * Students then form small groups to generate even longer lists. * Teacher calls on groups for words/phrases and generates class list. * Teacher adds additional words as needed during lesson/unit. | | | | | | | 10 | | Angers video:  [**https://www.youtube.com/watch?v=eP7A50HO914**](https://www.youtube.com/watch?v=eP7A50HO914) | | | |
| **Provide Input** | * Teacher shows map of France locating Angers and introduces concept of near/far. * Teacher shares blog post on Angers and proof for/proof against statements making sure that students understand the statements by using pictures, gestures, etc. as necessary. | | | | | | | 10 | | * map of France * reading on Angers * proof for/proof against statements | | | |
| **Elicit Performance / Provide Feedback** | * Students complete proof for/proof against activity individually. * Students pair and share results with each other and then with class. * Students pair and write and then share one additional proof for/proof against statement with another pair of students. | | | | | | | 10 | |  | | | |
| **Provide Input** | * Students individually read blog post silently a second time and write 2 questions that are answered in the text. | | | | | | | 5 | |  | | | |
| **Elicit Performance / Provide Feedback** | * Students pair to ask and answer questions. * Teacher calls on non-volunteers to ask questions and other students to answer. * Teacher then asks additional questions if necessary to highlight missed key sections of the text. | | | | | | | 7 | |  | | | |
| **Provide Input** | * Teachers shares images of places in Angers that relate to video and blog post and models the new question and answer pattern (is there/are there). | | | | | | | 7 | | * images associated with/not associated with Angers | | | |
| **Elicit Performance / Provide Feedback** | * Students look at image and refer to vocab list that was generated from video and blog reading to identify what there is/is not in Angers, what is close and far.. | | | | | | | 5 | |  | | | |
| **Closure** | * Students look at images of Angers and write as much as they can about the city in 2 minutes. | | | | | | | 2 | |  | | | |
| **Enhance Retention & Transfer** | * Teacher asks students to identify a favorite city and to be ready to share a couple of images of that city saying what there is in that city. | | | | | | |  | |  | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? |  | | | | | | | | | | | | |

* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.